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ABSTRACT

Designed to assess the reading and writing skills of preservice and inservice teachers, this criterion referenced test assesses four skills areas following the reading of a selected professional article. The skill areas assessed are the ability to (1) understand the professional vocabulary used in the selection, (2) answer literal level comprehension questions, (3) answer inferential level comprehension questions, and (4) interpret information found in tables. The test includes a writing sample, a response to one of two evaluative questions related to the same reading selection. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

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Criterion-Referenced Test for the Assessment of Reading and Writing Skills of Professional Educators.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Teacher Knowledge and Attitudes

Title: Criterion-Referenced Test for the Assessment of Reading and Writing Skills of Professional Educators

Authors: Mary M. Dupuis
Sandra L. Snyder

Age Range: Adult

Description of Instrument:

Purpose: To assess the reading and writing skills of professional educators.

Date of Construction: 1979

Physical Description: The criterion-referenced test, developed as a measure of professional reading skill of pre- and in-service teachers, requires the reading of an article in a professional journal (Barry J. Wilson and Donald W. Schmits, "What's New in Ability Grouping?" Phi Delta Kappan 60, April 1978, pp. 535-536). Teachers are assessed in four areas reflecting Barrett's levels of questioning, yielding these four sub-scores plus a total score: ability to understand the professional vocabulary used in the selection, ability to answer literal level comprehension questions, ability to answer inferential level comprehension questions, and ability to interpret information found in tables. The writing sample is a response to one of two evaluative questions related to the same reading selection. The responses are scored with holistic procedures, using a rating system based on the CEEB 4-1 scale, where 4 is the highest and 1 the lowest score. Although the test is untimed, the entire assessment, including reading the selection, completing the twenty-three item multiple choice test, and the writing assignment, can be completed in 60-75 minutes by most students. Sample items:

Comprehension

1. In the study of ability grouping conducted by the authors, most teachers familiar with research results:

   a. preferred heterogeneous grouping.
   b. felt ability grouping contributes to division among social classes.
   c. favored ability grouping.
   d. believed ability grouping hinders learning.

Vocabulary

15. A generic term is:

   a. prevalent.
   b. educational.
   c. classic.
   d. collective.

Data Interpretation (from a table)

21. Which ability group benefits from homogeneous grouping?

   a. low
   b. average
   c. high
   d. impossible to tell from the data given

Writing Exercise

1. What does the information contained in this article suggest about the influence of research results on instruction? In your opinion, is this an accurate representation of the application of research findings to instructional practices in general. Suggest ways that research could have a greater influence on instruction.

Validity, Reliability, and Normative Data:

Validity was established by a comparison of the objectives to standard reading assessments, both in terms of skills assessed and procedures followed. The use of a professional article on a timely topic in a reputable journal enhances validity since teachers are being assessed using reading material similar to that which they will be reading as part of their continuing professional growth. No reliability data are available, though authors plan a test-retest procedure for the reading assessment. Interrater reliability for the scoring of the writing sample was .71 for a first assessment, and .93 for a second assessment. Normative data was collected for forty-three pre-service teachers.

Related Documents:

Barrett, Thomas C. "Taxonomy of Reading Comprehension." Reading 360 Monograph. Lexington, Mass.: Ginn and Company, 1972.

Fagan, Edward R.; Dupuis, Mary M.; and Snyder, Sandra L. "Basic Skills of Prospective Secondary Teachers." English Record 32 (Spring 1981): 14-18.

Criterion-Referenced Test for the Assessment of Reading and Writing Skills of Professional Educators

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Part I.

The questions contained in the following criterion referenced test are designed to measure the reading skills employed in the reading of professional literature for educators.

Begin by reading the accompanying article. When you have finished, answer the questions on the following pages. Put your name, student number and responses to the questions on the answer sheet.

Read the article carefully. There is no time limit. When answering the questions you may refer back to the article.

I. Comprehension

The following questions are designed to measure comprehension. Select one best response for each item and fill in the appropriate letter on your answer sheet.

1. In the study of ability grouping conducted by the authors, most teachers familiar with research results:

   a. preferred heterogeneous grouping.
   b. felt ability grouping contributes to division among social classes.
   c. favored ability grouping.
   d. believed ability grouping hinders learning.

2. Most of the research studies of ability grouping to date indicate that:

   a. learners grouped by ability perform better on standardized tests than those who are not homogeneously grouped.
   b. there is little evidence to support the idea that ability grouping enhances learning.
   c. teachers perform better with learners grouped by ability.
   d. fewer discipline problems occur in classes grouped by ability.

3. The article refers to several studies of ability grouping. Which of the following represents the correct chronological sequence of the studies mentioned? (The studies are identified by their authors' names.)

   a. Purdom; Moyer Report; Wilson and Schmits
   b. Wilson and Schmits; Moyer Report; Purdom
   c. Wilson and Schmits; Purdom; Moyer report
   d. Moyer Report; Purdom; Wilson and Schmits

4. Results of recent research on ability grouping:

   a. contrast sharply with the results of research conducted 50 years ago.
   b. are surprisingly similar to earlier research results.
   c. continue to be as inconclusive as earlier research.
   d. support the idea that ability grouping is more effective today than it was 50 years ago.

5. Which of the following statements best represents the effect of ability grouping on affective development?

   a. It encourages segregation on socioeconomic bases.
   b. It improves attitudes toward reading.
   c. It promotes desirable self-concept.
   d. It reduces division of ethnic groups.

6. David Wechsler is most likely:

   a. in favor of ability grouping.
   b. opposed to ability grouping.
   c. unconcerned with ability grouping.
   d. the originator of ability grouping.

7. If the authors of this article were to add more information regarding their study, which of the following kinds of facts would enhance understanding of their results?

   a. The number of children in each teacher's classes.
   b. The teachers' sex.
   c. Whether or not the classes of the teachers surveyed were homogeneously grouped.
   d. Whether the teachers were employed in urban or rural schools.

8. Based on the information contained in this article, one could assume that:

   a. teachers generally use teaching methods that have been supported by research.
   b. the practice of ability grouping hasn't changed much over the last 50 years.
   c. there is a great deal of scientific support for the practice of ability grouping.
   d. there are many new and better methods of ability grouping.

9. The data produced by the teacher survey conducted by the authors implies that if more teachers were informed about the results of research in ability grouping they would probably:

   a. reject the practice of ability grouping.
   b. increase their use of ability grouping.
   c. group by teacher-made tests rather than standardized tests.
   d. continue to favor ability grouping.

10. If trends in ability grouping were to continue into the future as they have in the past, one could assume that, 10 years from now, the practice of ability grouping:

    a. will exist only in elementary schools.
    b. will not exist.
    c. will exist only in nigh schools.
    d. will continue to exist as it is today.

11. The authors refer to studies which indicate that ability grouping adversely affects harmony among various socioeconomic groups. This information suggests that:

    a. a student's home environment does not affect ability.
    b. economic wealth and social class influence learning ability.
    c. students are more likely to respect differences in others when learning occurs in ability grouped classrooms.
    d. economic wealth and social class have little influence on learning ability.

12. If the authors of this article were to consult educators on grouping practices, they would probably recommend:

    a. heterogeneous grouping.
    b. grouping by reading ability.
    c. grouping by intelligence test scores.
    d. homogeneous grouping.

13. Teachers probably prefer homogeneous grouping because:

    a. it allows for a variety of personality types within a classroom.
    b. it makes possible peer tutoring.
    c. it facilitates instructional planning.
    d. it disregards student ability.

14. In stating that "one could hardly imagine a better technique for promoting division along ethnic and socioeconomic lines," David Wechsler implies that such a division would be:

    a. desirable.
    b. undesirable.
    c. impossible.
    d. planned.

II. Vocabulary

Respond to the following items by selecting the term that represents the best interpretation of the underlined word.

15. A generic term is:

a. prevalent.
b. educational.
c. classic.
d. collective.

16. Comparative data is:

a. contrasting.
b. parallel.
c. opposing.
d. identical.

17. A heterogeneous class consists of students:

a. from the same social class.
b. of mixed abilities.
c. of similar abilities.
d. of similar attitudes.

18. A homogeneous class consists of students:

a. of similar ability.
b. of mixed abilities.
c. from different backgrounds.
d. of different races.

19. To perpetuate segregation is to:

a. abolish racism.
b. promote separation.
c. dissolve ethnic differences.
d. dissolve cultural differences.

10. The efficacy of a teaching practice refers to its:

a. artificiality.
b. timeliness.
c. usefulness.
d. facility.

III. Data Interpretation

Refer to the table on the first page of the article to answer the following questions.

21. Which ability group benefits most from homogeneous grouping?

    a. low
    b. average
    c. high
    d. impossible to tell from the data given.

22. Teachers participating in Wilson and Schmits survey were generally:

    a. unfamiliar with research on ability grouping.
    b. familiar with research on ability grouping.
    c. greatly influenced by research results.
    d. indifferent to the survey.

23. Teachers participating in the Wilson and Schmits survey were in least agreement about:

    a. whether it's easier to reach homogeneous groups.
    b. whether its's easier to discipline homogeneous groups.
    c. whether students cooperate more in homogeneous groups.
    d. which group benefits most.

Name_____

Student No._____

IV. This part of the test is a writing exercise related to the article you just read. Choose one of the two questions given. Use the space provided to write 3 to 5 paragraphs in response to the question chosen.

Be careful to direct your response to the question asked paying attention to such things as sentence clarity, paragraph structure, and spelling.

1. What does the information contained in this article suggest about the influence of research results on instruction? In your opinion, is this an accurate representation of the application of research findings in instructional practices in general? Suggest ways that research could have a greater influence on instruction.

2. The author notes that the data reveals a "consistency agreement among teachers" regarding ability grouping. Suggest some possible reasons for this widespread agreement.